

## Textbook Alignment to the Utah Core – 9<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvvendor.html](http://www.schools.utah.gov/curr/imc/indvvendor.html).)* Yes \_\_\_\_\_ No \_\_\_\_\_

**Name of Company and Individual Conducting Alignment:** Emily Buziewicz

**A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):**

**X On record with the USOE.**

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 9<sup>th</sup> Grade Language Arts Core Curriculum**

**Title:** Glencoe Literature, Course 4 © 2009      **ISBN#:** 0078779855

**Publisher:** Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: <u>  100  </u> %			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: <u>          </u> %			
<b>STANDARD I: (Reading):</b> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>  100  </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>          </u> %	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.			<b>Not covered in <i>TE, SE</i> or <i>ancillaries</i>✓</b>
<b>a.</b>	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	<b>Student Edition:</b> <i>Tip</i> 21, 44, 230, 379, 451, 724, 885 <i>Vocabulary Practice</i> 41, 53, 111, 153, 169, 239, 290, 384, 454, 742 <i>Vocabulary Workshop</i> 899, 953  <b>Teacher Edition:</b> EL 899; VW 899, 953	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
b.	Distinguish between the connotative and denotative meanings of words.	<b>Student Edition:</b> <i>Academic Vocabulary</i> 41, 53, 66, 78, 88, 182, 194, 206, 239, 305, 346, 368, 454, 469, 478, 490, 500, 514, 539, 544, 549, 560, 579, 943, 952, 957, 961, 1066 <i>Tip</i> 527, 1072 <i>Vocabulary Practice</i> 66, 317, 346, 368, 469, 530, 799, 924, 952, 1081 <i>Vocabulary Workshop</i> 54-55, 788, 1042 <b>Teacher Edition:</b> AV 54-55; EL 55, 725; F 788, 1042; T 788, 1042; VP 54, 528		
c.	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	<b>Student Edition:</b> <i>Grammar Tip</i> 421, 925 <i>Grammar Workshop</i> 347 <i>Language Handbook</i> R41, R43, R45 <i>Respond and Think Critically</i> 523 #2, #4 <i>Vocabulary Practice</i> 135, 206 <i>Vocabulary Workshop</i> 68, 125, 171 <b>Teacher Edition:</b> AL 347; EL 171; F 68, 347; GP 216; LH R41, R43, R45; T 68, 347; VP 222		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 68 <b>Teacher Edition:</b> VW 68		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).				
a.	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	<b>Student Edition:</b> 1105, 1106, 1107, 1108-1109, 1112, 1113, 1114, 1115, 1116, 1119, 1120, 1121, 1124, 1125, 1126, <i>After You Read</i> 1110, 1117, 1122, 1127 <i>Focus on Functional Documents</i> 1102-1103 <i>Functional Documents</i> R22-R27 <i>Literature and Reading Preview</i> 269 <i>Literary Focus</i> 266-267 <i>Media Workshop</i> 318-319, 320-321, 322-323 <b>Teacher Edition:</b> AL 321, 1105, 1109, 1115, 1119, 1125; BI 319; EL 319, 1103, 1107, 1117, 1121, 1127; FD R22-R27; MS 322; RP 320; Re Pr 1110, 1116; T 1102-1103; TEWT T52-T53; WP 1114, 1120, 1124, 1126		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<p><b>b.</b> Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).</p>	<p><b>Student Edition:</b>  46, 47, 49, 51, 81, 83, 85, 199, 202, 204, 271, 274, 333-335, 357, 360, 362-363, 365-366, 576-577, 761, 763-764, 766, 768-770, 887-888, 890, 892-893  <i>Before You Read</i> 399  <i>Comparing Literature</i> 474, 485  <i>Genre Focus</i> 442, 824-825  <i>Literary Element</i> 52, 356, 367  <i>Literary Focus</i> 448  <i>Reading Preview</i> 1118  <i>Reading Strategy</i> 44, 53 #1, 80, 88 #1, 90, 197, 206 #1, 269, 275 #1-#2, 329, 338 #1-#2, 369, 492, 494 #1-#2, 507, 509 #1-#2, 574, 579 #1-#2, 759, 772 #1, 885, 897 #1  <i>Respond Through Writing</i> 89, 944  <i>Review</i> 453, 459  <b>Teacher Edition:</b>  AL 47, 51, 197, 399, 825; LE 448, 484; LSVP 44; Re Pr 6, 90, 358, 362, 364; RS 370-373; WP 46, 448</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Infer meaning from implicit information in text.	<b>Student Edition:</b> 101-104, 106, 109, 211-212, 214-215, 232, 234, 236, 463, 542, 566, 657, 661, 666, 668-669, 671-673, 675, 728, 731, 734, 736, 740, 873, 877, 879, 1045, 1048-1050, 1053-1054, 1056-1057, 1059, 1062, 1064 <i>Reading Strategy</i> 98, 111 #1, 209, 219 #1, 230, 239 #1-#2, 462, 464 #1-#2, 541, 544 #1, 565, 568 #1, 655, 678 #1-#2, 724, 742 #1, 871, 884 #1-#2, 1044, 1066 #1 <b>Teacher Edition:</b> AL 231, 881, 1049, 1055; EL 565, 1061; LEP 1062; RP 732, 738; Re Pr 234, 874; WP 658, 1046		
d.	Distinguish relevant from merely interesting information.	<b>Student Edition:</b> <i>Reading Preview</i> 1118 <i>Reading Strategy</i> 470 <i>Research and Report</i> 153 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089 <b>Teacher Edition:</b> AL 427, 807, 965, 1087; Ad Le 595; EL 1085, 1087; LSP 810; RP 964; Re Pr 242, 806; RR 153; RS 471; WP 266, 600, 808, 966, 1084		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.			
<p><b>a.</b> Describe how conflict, character, and plot work together.</p>	<p><b>Student Edition:</b>  23-24, 27, 30-31, 33-34, 37, 39, 101, 106, 108-109, 130, 132-133, 158, 160, 162, 164, 166, 657, 661, 666, 668-669, 671-673, 675, 860-862, 866-867, 874, 876-877, 880, 882, 886, 889, 892, 894, 915, 917, 920-921, 956, 959  <i>Applying Literary Elements</i> 4, 5  <i>Genre Focus</i> 2  <i>Literary Element</i> 11, 19 #1-#2, 99, 110 #1-#3, 137, 857, 870 #1-#2, 871, 884 #1-#2, 885, 897 #1-#2, 955, 957 #1-#2  <i>Literary Focus</i> 8-9, 96-97, 620-621, 932-933  <i>Reading Strategy</i> 21, 128, 135 #1-#4, 156, 169 #1, 655, 678 #1-#2, 913, 924 #1, 958, 961 #1-#2  <i>Review</i> 41, 123, 152, 181, 1066  <b>Teacher Edition:</b>  AL 11, 27, 159, 161, 167, 873, 889, 891, 895, 955; Ad Le 9; EL 9, 97, 919, 933; LE 22, 889, 890, 892; LEP 96; Re Pr 106, 874, 876, 888; WP 2, 26, 130, 658, 890, 914, 922; WS 427</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Explain how character is developed through implication and inference.	<b>Student Edition:</b> 101-104, 106, 109, 211-212, 214-215, 657, 661, 666, 668-669, 671-673, 675, 1048-1050, 1053-1054, 1056-1057, 1059, 1062, 1064 <i>Reading Strategy</i> 99, 111 #1, 209, 219 #1-#2, 655, 678 #1-#2, 1044 <b>Teacher Edition:</b> Ad Le 109; AL 677, 1049; EL 1061; LEP 1062; LSP 108; Re Pr 106, 676; RS 1058; WP 658, 1046		
c.	Relate themes in literary works to real-life events.	<b>Student Edition:</b> 175, 177, 180, 284-285, 299, 303, 956, 1015-1016, <i>Connect</i> 40, 122, 193, 205, 238, 275, 289, 353, 396, 410, 419, 459, 464, 478, 499, 539, 678, 706, 723, 741, 771, 798, 856, 870, 896, 951, 957, 960, 1029, 1040, 1081 <i>Literature and Reading Preview</i> 173, 283, 298, 527 <i>Reading Strategy</i> 173, 182 #1-#2, 283, 290 #1-#2, 298, 305 #1-#3, 527, 530 #1-#2, 955, 957 #1-#2, 1013, 1019 #1-#2 <i>Writing</i> 706 <b>Teacher Edition:</b> AL 1017; Re Pr 178; WP 180, 298		



OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Analyze how setting contributes to characterization, plot, or theme.	<b>Student Edition:</b> 566 <i>Applying Literary Elements</i> 4 <i>Genre Focus</i> 2 <i>Literary Analysis Model</i> 988-989 <i>Literary Focus</i> 8 <i>Reading Strategy</i> 565, 568 #1 <i>Respond and Think Critically</i> 296 #3, 923 #2b, 1005 #2 <i>Respond Through Writing</i> 67 <i>Review</i> 52, 77, 169, 218 <i>Wrap Up</i> 6 <i>Writing Workshop</i> 595, 598-599 <b>Teacher Edition:</b> Ad Le 9; EL 9, 565; LH 5; RS 4; WP 4, 8, 596		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<p>e. Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).</p>	<p><b>Student Edition:</b>  528, 548, 583, 658-659, 662-665, 670, 676, 840, 846, 849-850, 855, 1037-1038  <i>Genre Focus</i> 443  <i>Literary Element</i> 520, 527, 530 #1-#2, 547, 549 #1-#2, 581, 585 #1-#3, 655, 678 #1-#2  <i>Literary Focus</i> 504-505  <i>Literary History</i> 832-833  <i>Reading Strategy</i> 835, 856 #1-#2, 1035, 1041 #1-#2  <i>Respond and Think Critically</i> 453 #5, 464 #4  <i>Respond Through Writing</i> 586  <i>Review</i> 534, 567, 742  <i>Wrap Up</i> 446  <i>Write with Style</i> 397, 772  <i>Writing</i> 530  <b>Teacher Edition:</b>  AL 443, 483; EL 163, 477, 505, 1037;  LEP 662, 668; Q 484; Re Pr 476; RS 505;  T 442-443; WP 446, 504</p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
f.	Identify the speaker in a poetic text.	<b>Student Edition:</b> 463, 517, 552 <i>Literary Element</i> 516, 518 #1-#2, 551, 554 #1-#2 <i>Literary History</i> 833 <i>Reading Strategy</i> 462, 464 #1-#2 <i>Respond and Think Critically</i> 468 #3-#7, 478 #1, #6, 489 #1-#2, #6-#7, 499 #2, 514 #1-#2, #4-#5, #7, 518 #2-#4, 523 #3, #6, 530 #3, 539 #2-#3, 543 #3, #5, #7, 554 #2-#5, 567 #2-#4, #6, 572 #1, #5-#6, 584 #3, #6, 593 #2, #4-#7 <i>Writing</i> 514, 572 <b>Teacher Edition:</b> AL 517; EL 513, 571; Re Pr 512		

<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> <b><i>Not covered in TE, SE or ancillaries</i>✓</b>
<b>Objective 2.1:</b> (Writing to Learn):Compare multiple ideas and perspectives to extend thinking through writing			
<b>a.</b>	Compare/contrast significant or essential ideas, facts, or events.	<b>Student Edition:</b> 158, 160, 162, 164, 166, 477, 522, 915, 917, 920-921, 1026-1028 <i>Comparing Literature</i> 126, 398, 474, 485, 749, 900 <i>Reading Strategy</i> 156, 169 #1, 476, 478 #1-#2, 520, 524 #1-#2, 913, 1022, 1029 #1-#2 <i>Respond and Think Critically</i> 296 #7, 373 #9, 654 #6, 896 #5, 960 #5 <i>Review</i> 798 <i>Wrap Up</i> 140, 411, 485, 754, 906 <i>Write with Style</i> 555 <i>Writing</i> 706 <b>Teacher Edition:</b> CBI 140; CC 140; Re Pr 754; WP 266, 522	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	<b>Student Edition:</b> 401, 403, 405-406, 408, 415, 417-418, 477, 1026-1028 <i>Comparing Literature</i> 398, 474, 476, 749, 900, 1020 <i>Reading Strategy</i> 400, 410 #1-#2, 413, 420 #1, 478 #1-#2, 1022, 1029 #1-#2, 1068 <i>Research and Report</i> 111, 153 <i>Respond and Think Critically</i> 296 #7, 373 #7, 473 #8 <i>Respond Through Writing</i> 124, 170, 944, 1007 <i>Wrap Up</i> 411, 485, 754, 906 <i>Writing Workshop</i> 245, 809, 964, 968 <b>Teacher Edition:</b> RP 964; Re Pr 408; RS 404, 479, 1069; T 482; WP 266, 406		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> 175, 177, 180, 284-285, 1015-1016, 1037-1038, 1052-1053, 1056, 1076, 1078 <i>Literature and Reading Preview</i> 283, 955, 1013, 1035, 1044 <i>Reading Strategy</i> 173, 283, 290 #1-#2, 527, 530 #1-#2, 955, 1013, 1019 #1-#2 <i>Respond and Think Critically</i> 40 #9, 94 #8, 122 #8, 193 #8, 205 #8, 224 #7, 238 #9, 275 #7, 353 #9, 396 #8, 410 #7, 419 #7, 459 #8, 478 #7, 499 #8, 678 #8, 741 #8, 1040 #7, 1065 #7, 1081 #6 <b>Teacher Edition:</b> Ad Le 287; AL 1013; Re Pr 888; RS 286, 684; T 1069; WP 180, 498		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	State a thesis that clearly takes a position.	<b>Student Edition:</b> <i>Essay</i> 257, 439, 821, 983, 1099 <i>Research and Report</i> 111, 153, 490 <i>Respond Through Writing</i> 67, 89, 170, 501, 545, 586, 743, 898, 925, 944, 1007, 1067 <i>Speaking and Listening</i> 579 <i>Speaking, Listening, and Viewing Workshop</i> 812-813, 974, 1090-1091 <i>Wrap Up</i> 140, 906, 1033 <i>Write a Review</i> 433, 605, 815, 977, 1093 <i>Writing</i> 706 <i>Writing Handbook</i> R33 <i>Writing Workshop</i> 244-247, 808-811, 965-971, 1086-1089 <b>Teacher Edition:</b> RP 174, 212, 490, 1016; T 805, 812-813, 966; WP 14, 46, 130, 150, 210, 278, 402, 406, 458, 498, 542, 618, 670, 682, 698, 718, 808, 814, 872, 890, 910, 1068		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>b.</b>	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	<b>Student Edition:</b> <i>Writing Handbook</i> R28-R34 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089 <b>Teacher Edition:</b> Ad Le 595; AL 241, 965; EL 809, 963, 967, 1085; RP 964; T 242-247, 424-426, 428-429, 595-598, 600-601, 805, 807, 810-811, 963, 965, 970; WP 596, 808, 966, 1084		
<b>c.</b>	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	<b>Student Edition:</b> <i>Listening and Speaking Practice</i> 16, 204 <i>Literary Focus</i> 376-377 <i>Respond Through Writing</i> 170, 743 <i>Speaking and Listening</i> 140, 219, 579 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 1090-1091 <b>Teacher Edition:</b> EL 1009; LP 248; LSP 1008; RP 74; Re Pr 1086; SP 214, 692; T 1091; WP 324, 376, 402, 406, 698, 718, 872		



OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
<b>a.</b>	<p>Evaluate and revise for:</p> <ul style="list-style-type: none"> <li>Ideas: Anticipation of and answers to readers' questions.</li> <li>Organization: Inviting leads and satisfying conclusions.</li> <li>Voice: A variety of voices for different audiences and purposes.</li> <li>Word Choice: Carefully chosen vocabulary to achieve voice and purpose.</li> <li>Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences).</li> </ul>	<p><b>Student Edition:</b>  <i>Respond Through Writing</i> 67, 89, 170, 501, 545, 586, 743, 898, 925, 944, 1007, 1067  <i>Speaking, Listening, and Viewing Workshop</i> 1091  <i>Writing Handbook</i> R28-R30  <i>Writing Workshop</i> 246-247, 428-429, 600-601, 810-811, 970-971, 1088-1089  <b>Teacher Edition:</b>  AL 971, 1087; EL 1087; T 246-247, 428-429, 600-601, 810-811, 970-971, 1088-1089, 1091; WP 970</p>		
<b>b.</b>	<p>Edit for:</p> <ul style="list-style-type: none"> <li>Correct grade level spelling.</li> <li>Correct use of commas in introductory phrases and clauses.</li> <li>Correct use of adverbs.</li> <li>Correct use of colons.</li> <li>Correct use of parentheses.</li> </ul> <p>Correct capitalization of languages, races, nationalities, religions or sections of the country.</p>	<p><b>Student Edition:</b>  <i>Mechanics</i> R53-R56  <i>Respond Through Writing</i> 67, 89, 170, 501, 545, 586, 743, 898, 925, 944, 1007, 1067  <i>Spelling</i> R57-R59  <i>Troubleshooter</i> R47-R52  <i>Writing Handbook</i> R29  <i>Writing Workshop</i> 247, 429, 601, 811, 971, 1089  <b>Teacher Edition:</b>  AL 601, 971, 1089; GP 968; T 247, 429, 971, 1089; WS 600-601; WT 811</p>		

<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: ____ 100 ____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: ____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.				
<b>a.</b>	Formulate questions to evoke multiple, valid responses from different points of view.	<b>Student Edition:</b> <i>Research and Report</i> 111, 317, 368 <i>Respond Through Writing</i> 67, 501, 944, 1007 <i>Speaking and Listening</i> 53, 305 <i>Writing Activity</i> 140 <i>Writing Workshop</i> 243, 425, 963 <b>Teacher Edition:</b> AL 807; RP 212, 284, 356, 472, 732, 964; SP 1112; T 1085; WP 4, 150, 270, 274, 1084		
<b>b.</b>	Gather information from multiple sources that reflect varied points of view.	<b>Student Edition:</b> <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Respond and Think Critically</i> 289 #7 <i>Write with Style</i> 397 <i>Writing Workshop</i> 963, 968-969 <b>Teacher Edition:</b> EL 963; RP 964; T 965		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Analyze multiple points of view for credibility.	<b>Student Edition:</b> 401, 403, 405-406, 408 <i>Media Workshop</i> 319 <i>Reading Strategy</i> 400, 410 #1-#2, 1068 <i>Research and Report</i> 153 <i>Respond and Think Critically</i> 289 #7, 1070 #4, #8 <i>Writing Workshop</i> 969 <b>Teacher Edition:</b> Re Pr 326; RS 404, 1069 #4; WP 1068		
d.	Use primary and secondary sources.	<b>Student Edition:</b> <i>Media Workshop</i> 319 <i>Primary Source Quotation</i> 289 <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Writing Workshop</i> 807-811, 968-969, 1085-1089 <b>Teacher Edition:</b> EL 963; RP 964		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to analyze multiple points of view.				
a.	Select an appropriate format to analyze multiple points of view.	<b>Student Edition:</b> <i>Compare Structure</i> 485 <i>Compare the Big Idea</i> 140, 906 <i>Literary Focus</i> 266-267, 326-327, 376-377 <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Respond Through Writing</i> 545, 586, 925, 944, 1067 <i>Write a Review</i> 251, 433, 605, 815, 977, 1093 <i>Write with Style</i> 78, 239, 397, 555 <i>Writing</i> 539, 706 <i>Writing Workshop</i> 244-247, 425-426, 597-601, 805-811, 963-971, 1083-1089 <b>Teacher Edition:</b> AL 425, 807, 965; T 426, 965		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compile and analyze information from multiple points of view.	<b>Student Edition:</b> 72, 75, 81, 83, 85, 227, 309-310, 313-314 <i>Reading Strategy</i> 70, 78 #1, 80, 88 #1, 226, 228 #1-#2, 308, 317 #1-#2 <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Respond Through Writing</i> 89, 1067 <i>Writing</i> 706 <i>Writing Workshop</i> 244-247, 425-426, 597-601, 805-811, 963-971, 1083-1089 <b>Teacher Edition:</b> AL 73, 221, 287; EL 1091; LSVP 1090; RP 74, 320, 684, 832, 1016; Re Pr 100, 286, 988; RS 73, 75, 311, 315; VP 220; WP 4, 130, 150, 210, 212		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> 60, 63-64 <i>Grammar Tip</i> 545, 1007 <i>Reading Strategy</i> 57, 66 #1-#2 <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Respond Through Writing</i> 42, 421 <i>Tip</i> 466 <i>Writing</i> 389, 870 <i>Writing Handbook</i> R32-R34 <i>Writing Workshop</i> 244-247, 425-426, 597-601, 805-811, 963-971, 1083-1089 <b>Teacher Edition:</b> EL 59; RP 74, 320, 684, 832, 1016; RS 58; WP 310, 998, 1028		
d.	Use informal and formal citations where appropriate, to support inquiry.	<b>Student Edition:</b> <i>Research and Report</i> 67, 111, 153, 317, 368, 490, 501, 1007 <i>Respond Through Writing</i> 545 <i>Writing Handbook</i> R33-R37 <i>Writing Workshop</i> 243-247, 808-811, 966-971, 1085-1089 <b>Teacher Edition:</b> RP 684, 732, 964, 1088; WP 130, 150, 210, 212, 274, 542, 670, 910		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Conduct interviews to support inquiry.			
<b>a.</b>	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	<b>Student Edition:</b> <i>Literary Perspective</i> 800-803 <i>Speaking and Listening</i> 53 <i>Writing Handbook</i> R31 <b>Teacher Edition:</b> RS 800; S 800-802; SP 1112; WH R31	
<b>b.</b>	Ask probing questions to seek elaboration and clarification of ideas.	<b>Student Edition:</b> <i>Literary Perspective</i> 800-803 <i>Speaking and Listening</i> 53 <i>Writing Handbook</i> R31 <b>Teacher Edition:</b> RS 800; S 800-802; SP 1112; WH R31	
<b>c.</b>	Make supportive statements to communicate agreement with or acceptance of others' ideas.	<b>Student Edition:</b> <i>Literary Perspective</i> 800-803 <i>Speaking and Listening</i> 53 <i>Writing Handbook</i> R31 <b>Teacher Edition:</b> RS 800; S 800-802; SP 1112; WH R31	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Present interview results.	<b>Student Edition:</b> <i>Literary Perspective</i> 800-803 <i>Speaking and Listening</i> 53 <b>Teacher Edition:</b> RS 800; S 800-802		